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ABSTRACT

Five methods of teaching the Bill of Rights to high school students were compared: (1) linear programed instruction used in school, (2) linear programed material used as homework plus discussion in class, (3) a textbook format presentation of the linear program used in class, (4) the text version of the program used as homework plus discussion in class, and (5) a conventional lecture-discussion method. Sixty 11th-grade American History classes were divided among the five treatments. Equal numbers of high, medium, and low scholastic ability groups received each treatment during three consecutive 55-minute history classes. Information and concept tests were administered immediately after the instruction period and again six weeks later. The linear program provided the best results for all scholastic aptitudes when measured for the learning of both factual material and general concepts. Students who participated in discussions in class and did the programed material as homework did no better than those students who used the linear program only in class. (KB)

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AN EVALUATION OF PROGRAMED INSTRUCTION FOR TEACHING FACTS AND CONCEPTS

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FOREWORD

This report covers a portion of the exploratory development program of the Technical Training Branch, Training Research Division of the Behavioral Sciences Laboratory. The research was conducted in part under Contract AF 33(657)-10234 by the University of Cincinnati in support of Project 1710, "Human Factors in the Design of Training Systems," Task 171007, "Automated Training and Programed Instruction." Dr. R. L. Senter was the principal investigator for the contractor and Dr. Kirk A. Johnson was the Air Force technical monitor.

Under the direction of Dr. James N. Jacobs, the Division of Program Development of the Cincinnati Public Schools defined the problem, designed and conducted the experiment, and performed initial statistical analyses. Mr. Dean Moore and Miss Catherine Heitz, social studies teachers, prepared the experimental materials under the direction of Miss Helen Yeager and Miss Jean Tilford, supervisors of Social Studies. Dr. John S. Abma and Dr. Kirk A. Johnson provided over-all guidance and consultation for the research, performed additional statistical analyses, and took responsibility for preparing the final version of this report. The research was begun in April 1964 and was completed in August 1965.

The authors express appreciation to Mr. Alan Neiberg for his assistance in coordinating the research and to the many classroom teachers who participated in the research. They also thank Dr. Gordon A. Eckstrand and Dr. Ross L. Morgan for their assistance in the preparation of this report.

The authors are indebted to Coronet Instructional Films for their kind permission to edit and reproduce their instructional program "The Bill of Rights" for use in the research.

This technical report has been reviewed and is approved.

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ABSTRACT

This study evaluated five methods of teaching an academic topic ("Bill of Rights") to high school classes. The five methods were: (1) linear program in class, (2) linear program as homework plus discussion in class, (3) text version of linear program in class, (4) text version of linear program as homework plus discussion in class, and (5) conventional lecture-discussion method in class. The linear program alone provided the best results when measured both for the learning of factual material and general concepts about the topic. The linear program was best for high, intermediate, and lower levels of scholastic aptitude.

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SECTION I

INTRODUCTION

Teaching methods resist change——yet, change they must if we are to keep abreast of other changes occurring in our society. More and more students must be trained in subjects of increasing complexity. While seeking improved methods, however, we must also seek proof that new methods are really effective. The alternative is armchair speculation; and there are as many different speculations as there are people with armchairs. The need to validate new ideas objectively in the classroom is the basic rationale for this study.

Most learning theories are basically concerned with connections between stimuli and responses. The connection between a stimulus (When did Columbus discover America?) and a response (1492) is thought by many to be learning. Now as long as what is to be learned can be isolated into simple stimulus-response elements, the evidence supporting these theories is substantial. But certainly teaching is more than the connecting of a multitude of stimuli with responses. Or is it?

Programed instruction is a teaching method which presumes that learning takes place best when the content is subdivided into small elements (stimuli) and graded in difficulty in a careful manner such that pupil response will be correct most of the time. The question is whether this approach is successful in teaching more than simple factual type knowledge. Can programed instruction do a good job of teaching concepts that permit generalization and transfer to other contexts? Or is it better to teach concepts from a carefully devised lesson plan that aims directly at this target? This is one problem.

A second problem is what type of educational objectives are appropriate for students of different aptitude levels. In this research, students have been classified into three levels of scholastic aptitude, called lower, intermediate, and higher. Bases for classification were an I.Q. test, past school records, and teacher or counsellor judgment. We recognize pupils differ in how rapidly they learn. Do they differ also in terms of what type of knowledge they learn? Are factual type objectives more easily attained than conceptual objectives by lower level students in comparison with students of higher scholastic aptitude? If conceptual learning is relatively more difficult for lower level students, what are the implications to curriculum content and objectives?

A third problem focusses on the validity of the stimulus-response theory in relation to programed instruction. The theory states that a response must be made for learning to occur. Ideally, the response should be overt, e.g., written or spoken. Suppose that exactly the same content that exists in a program is written in textbook style. In other words, the content is not broken up into elements which require a response but is simply read as connected discourse. If learning were similar under both methods, one would question the need for breaking down the content into elements and requiring a response to each element.

A fourth problem is what type of teaching method is most appropriate for students of various aptitude levels. One method may be best for one level but not for another. Or, perhaps one method is best for all levels.

Finally, we were interested in learning about how well students retain what they have learned. Are facts retained better than concepts with a particular method? Is retention better among higher or lower level students?

These are some of the problems this experiment was designed to pursue. Although the subject matter of the experiment was the Bill of Rights, we believed the results have implications in other content areas. The programed instruction used was entitled "The Bill of Rights," and was prepared by Learning Incorporated for Coronet Instructional Films (ref 1). It is a linear program of 300 frames and a demonstrated error rate of 6.2%. It requires from 1-1/2 to 3 hours for the student to complete the program.*

SECTION II

PROCEDURE

Five methods (treatments) of teaching the Bill of Rights were devised. Each method was used during three consecutive 55-minute class periods of 11th grade American history classes. The treatments are defined as follows:

PS - PROGRAMED INSTRUCTION ONLY, USED IN SCHOOL. These classes studied the Coronet Learning Program (CLP) entitled, "The Bill of Rights" for the 3-day experimental period. No teacher-centered instruction was involved. Students who completed the program before the end of the experimental period were asked to review the program.

TS - TEXT VERSION IN SCHOOL. The text refers to the CLP edited to be read in standard textbook style. All responses, answers, and redundancy were eliminated. About one-third of the text was read at the beginning of each class period (requiring between 10 and 20 minutes), while the remainder of each period was used in discussing prescribed study questions based on the text.

PHC - PROGRAMED INSTRUCTION USED AT HOME, PLUS CONCEPT DEVELOPED IN SCHOOL. The CLP Bill of Rights program was assigned as homework. During the three class periods, teachers followed prescribed lesson plans aimed at developing certain important concepts about the Bill of Rights.

THC - TEXT VERSION USED AT HOME, PLUS CONCEPT DEVELOPMENT IN SCHOOL. The text was assigned as homework. During the three class periods, teachers followed prescribed lesson plans aimed at developing certain important concepts about the Bill of Rights. Lesson plans were the same as for PHC.

CONV - CONVENTIONAL INSTRUCTION. The teachers of these classes were simply told to teach the Bill of Rights for the three class periods. They were permitted to use any procedure they normally would use in teaching the topic.

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*The program is designed for 8th grade students. In the experiment, 11th grade students were used to reduce the potential influence of different reading abilities of the students.

Classes (and, therefore, teachers) were selected randomly from among all American history classes and placed in one of the five treatments. Each treatment was given to 12 classes; four in each of three levels of scholastic aptitude. Thus, 60 classes were involved. There were approximately 32 students in each class. The lesson plans for PHC and THC and the study questions used in TS were devised by two highly competent American history teachers.

A variety of factors determine the placement of a student in one of the so-called levels of scholastic aptitude. These three levels only represent lower, intermediate, and higher levels of general scholastic aptitude.

Two tests were constructed for the experiment and each consisted of 20 multiple-choice questions. The first test was an Information Test measuring basic facts about the Bill of Rights (see appendix I). All of the facts tested were contained in the CLP and the text, thus were common content in the first four treatments. These facts may or may not have been taught in the conventional (control) instruction.

The second test was called a Concepts Test and measured student ability to apply his knowledge of the Bill of Rights to a variety of situations. In addition, it measured student ability to abstract and generalize his knowledge of the Bill of Rights (see appendix II).

The Information Test and the Concepts Test were given for the first time on the first and second days following the 3-day instruction period to measure learning. They were each given again 6 weeks later to measure retention. Before taking these tests the students were instructed to guess if they did not know the correct answer.

In addition to these formal tests, a questionnaire was given to students and teachers who used CLP Bill of Rights, i.e., students and teachers in PS and PHC classes, immediately following the instruction period. The purpose was to evaluate student and teacher reaction to the Bill of Rights program.

DESIGN OF THE EXPERIMENT

The experiment was constructed on a basic five by three factorial design. Each of the five different teaching techniques was evaluated at each of three scholastic levels. Sixty intact classes provided the experimental units. Four classes from each of the three scholastic levels were randomly selected for assignment to each of the five teaching techniques.

Four measures were obtained from each class. These consisted of the class averages on the Information and Concept Tests, each of which was administered 1 and 2 days, respectively, after the instruction period and again 6 weeks later.

SECTION III

RESULTS

Information Test.

Class averages on the Information Test for each treatment, each scholastic level, and for the learning and retention tests are shown in table 1. The statistical analysis of these data is summarized in table 2.

TABLE 1

RAW SCORE MEANS FROM THE INFORMATION TEST

BY TREATMENT AND LEVEL FOR LEARNING AND RETENTION*

Scholastic Level	Time of Testing	TREATMENTS					Total Level Means
		PS	TS	PHC	THC	CONV	
Higher	Learning	16.26	13.72	15.67	14.02	10.88	14.11
	Retention	14.96	12.53	13.97	13.38	11.23	13.21
Intermediate	Learning	13.65	9.60	12.93	10.19	8.30	10.93
	Retention	11.59	8.14	10.89	8.91	7.36	9.38
Lower	Learning	9.27	6.53	8.43	7.65	6.36	7.65
	Retention	7.31	6.30	7.06	6.67	5.86	6.64
Total Treatment Means	Learning	13.06	9.95	12.34	10.62	8.51	10.90
	Retention	11.29	8.99	10.64	9.65	8.15	9.74

*Each entry is the unweighted mean of four class means.
The maximum score possible was 20.

TABLE 2

ANALYSIS OF VARIANCE ON DATA FROM INFORMATION TEST

Source	df	ms	F
Between Classes	59		
Teaching Techniques (T)	4	57.10	18.97**
Scholastic Levels (L)	2	425.50	141.36**
T X L	8	3.51	1.17
Classes within Groups (CwG)	45	3.01	
Within Classes	60		
Time of Testing (TT)	1	39.97	137.83**
TXTT	4	2.08	7.17**
LXTT	2	1.25	4.31*
TXLXTT	8	0.31	1.07
TTX CwG	45	0.29	
Total	119		

*p < .05
**p < .01

Each of the main effects was significant, but each of these variables was also involved in one or more significant interaction. The interaction between teaching techniques and time of testing is plotted in figure 1 (the teaching techniques have been ordered in terms of their effectiveness on the learning test). The amount forgotten over the retention interval appears to be positively related to effectiveness on the first test. A Duncan multiple range test was applied to the data from each of the tests. On the learning test, the difference between the PS and PHC groups was not significant, nor was the difference between the TS and THC groups. All other differences were significant ($p < .01$). On the retention test, none of the groups adjacent to one another in figure 1 differed significantly. Those separated by another group differed at the .05 level, and those separated by two or three groups differed at the .01 level.

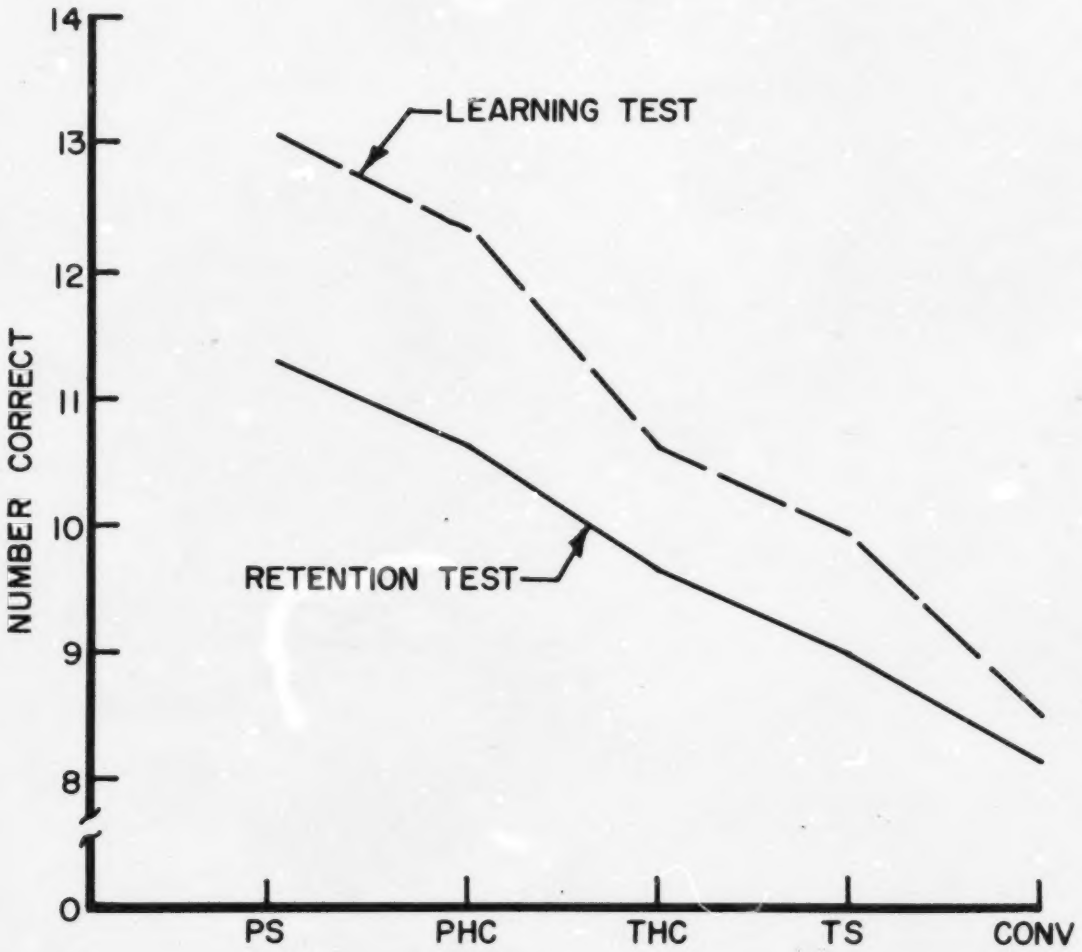

Figure 1. Number of Items Correct on the Information Test For Students Taught by Five Different Instructional Methods, Tested on Two Separate Occasions

The differences between teaching techniques are large enough to be of considerable practical importance. Even on the retention test, the PS group did almost 40% better than the CONV group. The interaction between scholastic levels and time of testing has been plotted in figure 2. Although the lines are nearly parallel, the interaction is still significant because of the large N.

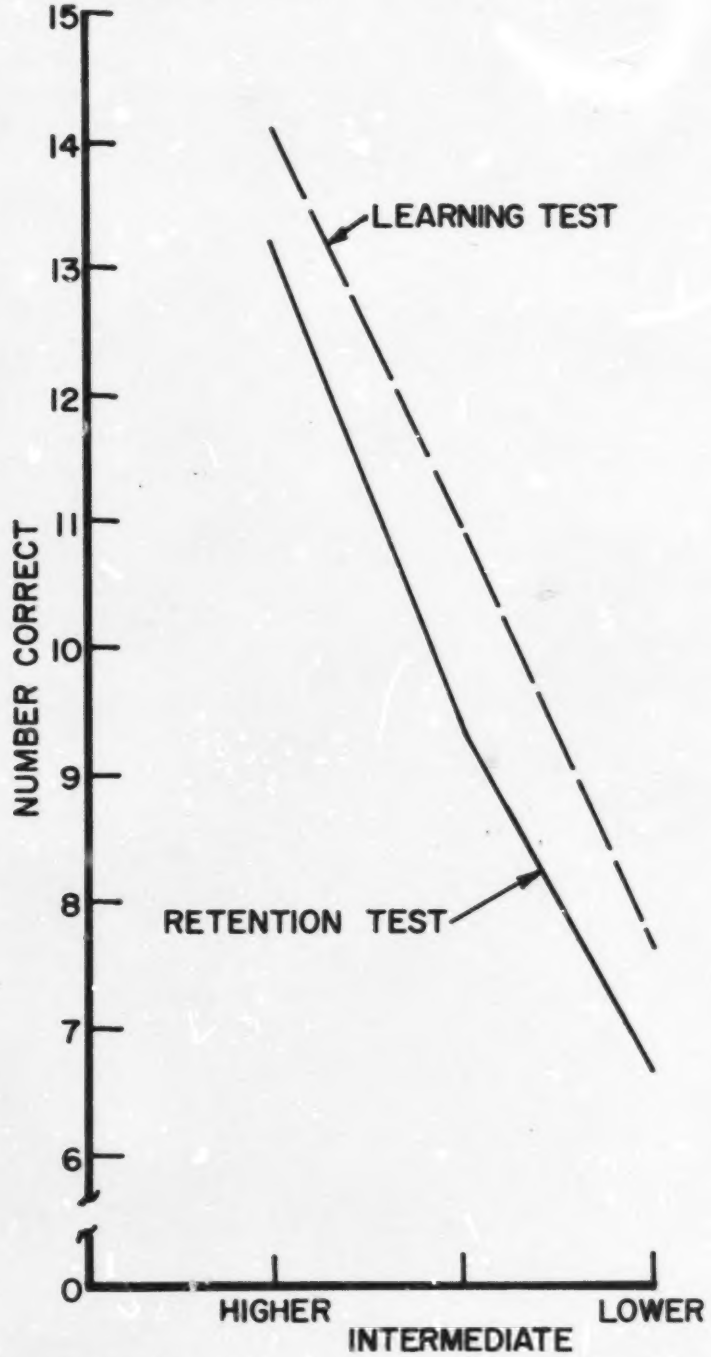

Figure 2. Number of Items Correct on the Information Test For Different Levels of Scholastic Aptitude, Tested on Two Separate Occasions

Concepts Test.

The data from the Concepts Test are summarized in table 3 and the statistical analysis is summarized in table 4.

The main effect for teaching techniques was once again significant, but this time there was no interaction between techniques and time of testing. A multiple range test indicated that the PS and PHC groups were significantly superior to the CONV group ($p < .01$) but that none of the remaining differences was significant. The means for the various groups have been plotted in figure 3 in the same order used in figure 1. In general, the rankings among the teaching techniques were similar on the Information and Concepts Tests. The product moment correlation coefficient calculated over treatment means on the learning Information and Concepts Tests was 0.98. A similar coefficient calculated on the retention tests was 0.97.*

The main effect for the higher levels was also significant, as was the interaction between higher levels and time of testing. This interaction has been plotted in figure 4.

Time of testing was not significant.

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*These correlations might also be interpreted in terms of an analysis of variance. If treatment means were converted to standard scores within each test and if the two sets of scores (concept and information) were analyzed as a treatments by type of test design at each time of testing, then the proportion of total variance attributable to error and treatment by type of test interaction combined would be only 4% on the learning test and 6% on the retention test. The remaining variances, 96% and 94%, respectively, would be attributable to differences between treatments and would provide an index of the extent to which treatments had similar effects on the two types of tests.

TABLE 3

RAW SCORE MEANS FROM THE CONCEPTS TEST

BY TREATMENT AND LEVEL FOR LEARNING AND RETENTION*

Scholastic Level	Time of Testing	TREATMENTS					Total Level Means
		PS	TS	PHC	THC	CONV	
Higher	Learning	12.77	12.42	13.09	11.56	10.08	11.98
	Retention	13.27	12.54	12.96	11.65	11.16	12.32
Intermediate	Learning	11.16	8.30	10.16	9.22	7.24	9.21
	Retention	10.05	7.84	9.22	9.24	6.88	8.65
Lower	Learning	6.04	5.77	6.27	6.11	5.54	5.94
	Retention	5.75	5.69	6.36	6.01	5.20	5.80
Total Treatment Means	Learning	9.99	8.83	9.84	8.96	7.62	9.05
	Retention	9.69	8.69	9.51	8.96	7.75	8.92

*Each entry is the unweighted mean of four class means.
The maximum score possible was 20.

TABLE 4

ANALYSIS OF VARIANCE ON DATA FROM CONCEPT TEST

Source	df	ms	F
Between Classes	59		
Teaching Techniques (T)	4	17.73	8.06**
Scholastic Levels (L)	2	394.07	179.12**
T X L	8	3.61	1.64
Classes within Groups (CwG)	45	2.20	
Within Classes	60		
Time of Testing (TT)	1	0.48	2.29
TXTT	4	0.23	1.10
LXTT	2	2.04	9.71**
TXTXTT	8	0.34	1.62
TTX CwG	45	0.21	
Total	119		

*p < .05
**p < .01

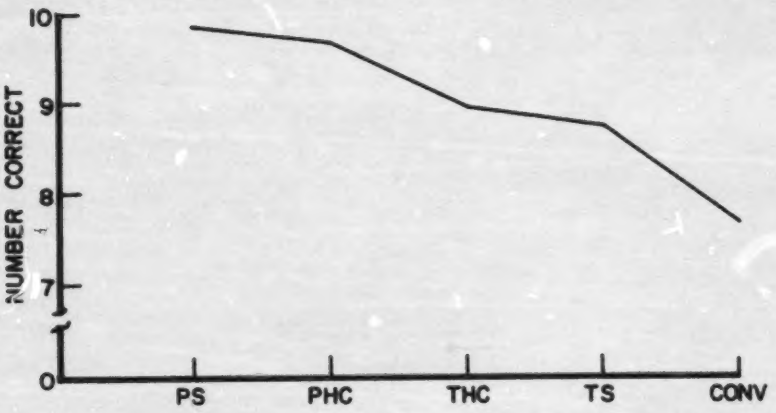

Figure 3. Number of Items Correct on the Concepts Test For Students Taught by Five Different Instructional Methods, Tested on Two Separate Occasions

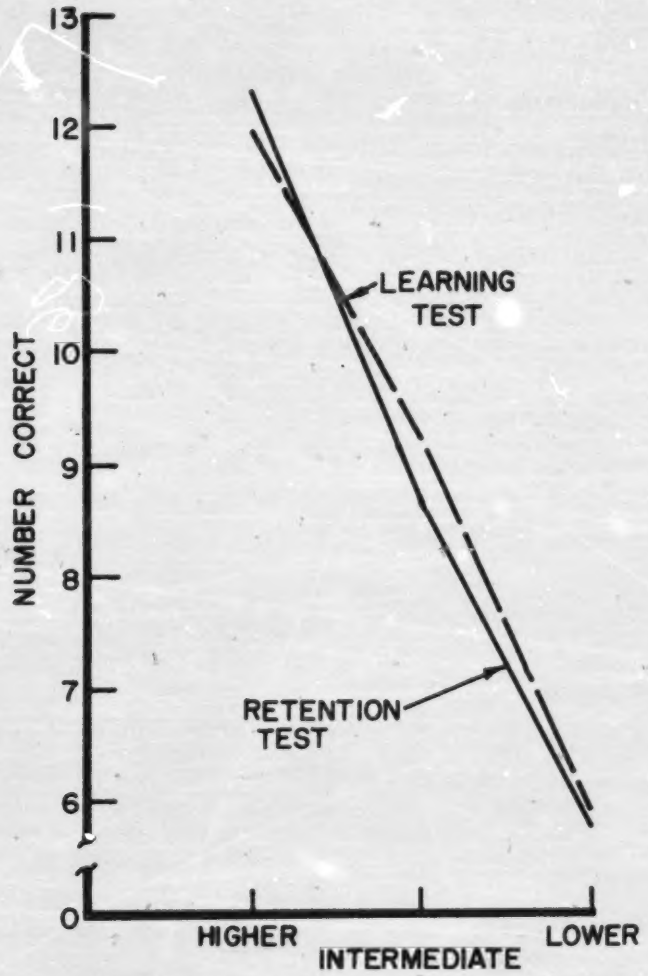

Figure 4. Number of Items Correct on the Concepts Test For Different Levels of Scholastic Aptitude, Tested on Two Separate Occasions

Stuc nt and Teacher Evaluation of the CLP Bill of Rights

The classes that used the CLP Bill of Rights, i.e., PS and PHC classes, were given a questionnaire. A few of the questions pertain to the mechanics of using the program booklet and need not be reported here except to indicate that pupils found it easy to do. Of significance were the following four questions with the percentage of pupils answering each alternative preceding the item.

1. As compared with textbooks and other materials on similar subjects, how much do you feel you learned from studying the program?

   45% - a great deal more than from other materials

   37% - a little more than from other materials

   12% - about as much as from other materials

   2% - a little less than from other materials

   4% - only a little.

2. As compared to other ways of learning, how much did you enjoy using the Bill of Rights program?

   61% - very much

   31% - about the same as other methods

   8% - worse than other methods.

3. If you were permitted to have your choice, from what type of materials would you prefer to learn about things?

   30% - teacher discussion of topic

   14% - ordinary textbook

   47% - programed instructional books

   8% - other

   1% - no answer.

4. Would you like to study other topics by means of programed instruction?

   78% - Yes

   21% - No

   1% - no answer.

In addition to obtaining student reaction, the 20 teachers of PS and PHC classes were asked their opinions. The questions and the number of responses are shown below.

1. As contrasted with what you have been able to accomplish with other types of learning materials, how much do you feel your pupils learned with this program?

   1 - a great deal more than with most other materials

   5 - a little more than with most other materials

   9 - about as much as with other materials

   4 - a little less than with most other materials

   1 - so little as to be a waste of time.

2. With which of the following types of pupils do you feel this program would work best?

   9 - advanced pupils

   4 - weak pupils

   6 - average pupils

   1 - no difference——would work equally well with all levels of pupils.

3. In what way do you think this material can be most advantageously used by a teacher?

   4 - as required work done under supervision

   3 - as required work done without close supervision

   7 - as supplementary material for purposes of enrichment

   3 - as supplemental material for remedial work

   2 - other

   1 - no answer.

4. About what proportion of your students used the material as directed?

   15 - almost all

   3 - definiterly more than half

   2 - about half

   0 - definitely less than half

   0 - hardly any.

5. Here are listed some of the characteristics of the program for your evaluation.

Quality of subject matter content

7 - excellent

8 - good

3 - adequate

2 - acceptable

0 - poor

Amount of information included in the content

4 - excellent

9 - good

4 - adequate

1 - acceptable

2 - poor

Clarity of subject matter presentation

7 - excellent

6 - good

5 - adequate

1 - acceptable

1 - poor

Illustrative material (i.e., drawings, charts, narrative material, etc.)

1 - excellent

5 - good

10 - adequate

3 - acceptable

1 - poor

Correlation of program with existing curriculum

3 - excellent

3 - good

5 - adequate

6 - acceptable

3 - poor

6. Do you believe the CLP "Bill of Rights" is an appropriate instructional material for 11th grade American history?

14 - Yes

5 - No

1 - no answer

SECTION IV

SUMMARY OF RESULTS

A question and answer format has been selected to bring out the important implications of the results of this experiment.

Information Test Results.

Question 1. Which treatment was most effective for teaching straight information?

Answer. PS and PHC were equally effective and best. PS was higher than PHC, but not significantly so. TS and THC were equally effective and second best. CONV was least effective. PS and PHC were most effective not only for the learning but also for the retention Information Test.

The apparent inferiority of the conventional classes may well have been due to the content of the tests used in the experiment. The tests reflected the specific content of the program and text. Although the same instructional objectives were used for all five instructional conditions, the nature of the conventional instruction was such that the actual content of the instruction could not be determined. Therefore, one cannot determine the degree to which the content of conventional instruction was represented in the tests.

Caution is also appropriate in interpreting the difference between the PS and TS groups since they devoted unequal durations of time to study of the instructional materials. The TS group studied the text for 10 to 20 minutes and used the remainder of each class period for discussion. The PS group studied the program for the entire class period of 55 minutes. The unequal study time is not a fault of the present experiment. It was designed to evaluate five different instructional conditions. Study of the text without classroom discussion simply was not one of the conditions included in the present study. Other research (ref 2, 3) has shown that narrative texts sometimes compare favorably to programs.

Question 2. Did classroom instruction devoted to developing concepts have a favorable effect on learning facts?

Answer. No, not an observable effect. PHC classes, who received both the CLP and concept development, did no better than PS classes who received only the CLP (and obviously much less instructional time). Perhaps the PHC classes, that took the CLP as homework, did not complete it as diligently as the PS classes that took the CLP during the class periods.

Question 3. Did the superiority of PS and PHC classes on the learning Information Test hold equally for all levels of scholastic aptitude?

Answer. Yes, but not with the same intensity.

Question 4. Was there a significant loss of information from the learning test to the retention test given 6 weeks later?

Answer. Yes. The over-all average declined from 10.90 to 9.74, or a loss of 1.16.

Question 5. Did certain treatments result in significantly less decay of information over the 6 weeks than other treatments?

Answer. No. Such a finding was not revealed in any conclusive manner. The results suggest that PS and PHC decayed most (1.77 and 1.70) as compared with TS (0.96), THC (0.97), and CONV (0.36). These results, however, are not significantly different statistically. In spite of apparently larger decay of PS and PHC in information, these treatments still produced the highest results on the retention test. Since PS and PHC were highest initially, there was more information to decay for these classes than for the other treatment classes, i.e., they had more potential for loss.

Concepts Test Results.

Question 6. Which treatment was most effective for teaching concepts?

Answer. On both learning and retention tests, PS and PHC were equally effective and significantly better than CONV but other differences were not statistically significant.

The trend among the conditions is similar to that observed on the Information Test but it is more difficult to explain. The achievement of the PS group especially suggests that classroom instruction aimed as developing concepts was not very effective.

Question 7. Was there a significant loss of concepts from the learning test to the retention test given 6 weeks later?

Answer. No. The over-all average declined from 9.05 to 8.92, or a loss of only 0.13. Compared with the loss on the Information Test of 1.16, concepts are apparently better retained.

Question 8. Did certain treatments result in significantly less decay of concepts in the 6 weeks than other treatments?

Answer. No. There was little decay found in any of the five treatments and, in fact, two of the treatments showed a very slight, although not significant, increase in test scores. For no treatment was there a significant increase or decrease from learning to retention tests.

Question 9. What were student and teacher opinions of the programed instruction?

Answer. The students seemed to like the program and to believe that it was relatively effective. Teacher evaluations were somewhat more varied but many indicated that they considered the program no more or no less effective than other instructional techniques. Also, many seemed to favor use of programs as supplementary material for advanced students.

Discussion

On the basis of these results it appears that programed learning has a valuable contribution to make in an instructional system. Assuming the topic used in this study, the Bill of Rights, has no special merit as a programed instruction topic, it seems plausible that other topics might be taught successfully, using programed materials.

Past experience with programed instruction has indicated that the nature of this procedure is such that long usage on the part of pupils results in boredom. Programed topics that are of relatively short duration, such as the one used in this experiment, seem to hold much promise and may be selected to correspond with the on-going curriculum. Perhaps the most potent factor commending programed instruction is its efficiency in terms of teacher time. While pupils are working individually with a program, it is possible for a teacher to give individual attention to pupils needing special help. If programed instruction can do an effective job of teaching both facts and concepts, perhaps the teacher's role might be channeled toward instruction in good attitudes and values of the subject which are hardly amenable to programed instruction.

Certainly this experiment is not conclusive in judging the value of programed instruction in all types of situations. One of the most provocative arguments arising from this experiment is the fact that PS achieved as well or better than PHC and THC on the Concepts Test, even though PHC and THC received direct instruction toward conceptual development. This certainly raises questions about the effectiveness of current classroom techniques as applied to the teaching of concepts. Research is needed to clarify how concepts may best be approached in the classroom.

APPENDIX I

BILL OF RIGHTS INFORMATION TEST

1. In which year was the Constitution adopted?
    1. 1776
    2. 1779
    3. 1787
    *4. 1789
    5. 1791

2. Who was the leader of the movement to adopt the Bill of Rights?
    1. George Washington
    *2. James Madison
    3. Alexander Hamilton
    4. Benjamin Franklin
    5. John Peter Zenger

3. Which document established the federal government?
    1. Declaration of Independence
    *2. Constitution
    3. Articles of Confederation
    4. Bill of Rights
    5. Ordinance of 1787

4. The Bill of Rights limits which one of the following?
    1. The Constitution
    2. The state governments
    3. The Supreme Court
    *4. The federal government
    5. The state constitutions

5. Amendment I, although providing freedoms, also implies limits on these freedoms. Which of the following is <u>not</u> limited?
    *1. Freedom to criticize the government
    2. Freedom of assembly
    3. Freedom of religious practice
    4. Freedom of the press
    5. All of the above

6. Which of these is <u>not</u> forbidden by the Bill of Rights?
    *1. Bearing arms and forming a militia
    2. Double jeopardy
    3. Quartering soldiers without consent
    4. Forced self-incrimination
    5. Partial jury trial

7. If an individual is wronged by government action he may ask the government for payment or change under the right of
    1. Referendum
    *2. Petition
    3. Initiative
    4. Indictment
    5. Abridgement

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*Indicates correct answer.

8. The powers of the federal government are limited by the
    1. Declaration of Independence
    2. Articles of Confederation
    3. Constitution
    *4. Bill of Rights
    5. Ordinance of 1787

9. There are no limits on
    1. Religious establishment
    2. Religious practice
    *3. Religious theory
    4. Religious ritual
    5. Religious freedom

10. There are limits on
    1. Religious doctrine
    *2. Religious practices
    3. Religious thought
    4. Religious theory
    5. Religious belief

11. Freedom of the press can be misused. One example of misuse is
    *1. Libel
    2. Treason
    3. Slander
    4. Embezzlement
    5. Indictment

12. Amendment VI provides for
    1. The right to petition for redress of grievances
    2. Protection against unreasonable searches
    3. Trial by jury in some civil cases
    4. Protection against excessive bail
    *5. Public trial by jury in criminal cases

13. Which amendment guarantees the accused the right to be informed of his crime and have assistance of counsel?
    1. Amendment I
    2. Amendment IV
    *3. Amendment V
    4. Amendment VI
    5. Amendment IX

14. If a man is charged with robbing a bank he cannot be punished without a fair trial because he is legally protected by
    1. Grand Jury and counsel
    *2. Due process of law
    3. Corpus delecti
    4. Writ of habeas corpus
    5. Implied powers of the government

15. Before a trial can be held in a major federal criminal case, an indictment must be given by the
    1. Supreme Court
    2. Petit Jury
    3. Congress
    * 4. Grand Jury
    5. Court-Martial

16. Legal rights are guaranteed in Amendments
    1. 1, 2, 3, 4
    2. 3, 4, 5, 6
    * 3. 5, 6, 7, 8
    4. 7, 8, 9, 10
    5. All of the first ten amendments

17. In general, which category of rights or freedoms is named in Amendments V through VIII?
    1. The rights of a person accused of breaking state law
    * 2. The rights of a person accused of breaking federal law
    3. Specific individual rights and freedoms
    4. Freedom of expression
    5. Unenumerated rights of the states and the people

18. Which of the following illustrates a state right?
    1. Coining money
    2. Providing for a standing army
    * 3. Limiting the right to bear arms
    4. Prosecuting for treason
    5. Making laws on interstate commerce

19. Which of the following made the Bill of Rights apply to the states?
    1. Amendment I
    2. Amendment III
    3. Amendment V
    4. Amendment VIII
    * 5. Amendment X

20. Amendment X provides which of the following powers for the states?
    1. Maintenance of a postal system
    2. Maintaining currency
    3. Control of interstate commerce
    * 4. Control of highway traffic
    5. Maintaining a system of patents and copyrights

APPENDIX II

BILL OF RIGHTS CONCEPTS TEST

1. Remembering its purpose, to which object might Amendment X be compared?
   - *1. roof
   - 2. chair
   - 3. bulldozer
   - 4. pencil
   - 5. clock

2. A member of the communist party was arrested recently for speaking and handing out literature which encouraged the violent overthrow of the United States government. Since he was a communist, the prosecuting attorney called the petit jury without a formal indictment by the Grand Jury. The man was permitted a lawyer and was sent to prison for treason. Which of the following statements is justified regarding the man's freedom under the Bill of Rights?
   - 1. The Smith Act passed by Congress declared communists subversive. Therefore, communists should be sent to prison.
   - 2. Even though the man encouraged violent overthrow of the government, his freedom of speech was infringed on.
   - 3. Since the accused was given a speedy and public trial with assistance of counsel, his rights were protected by the Bill of Rights.
   - *4. Since the accused was denied an indictment by Grand Jury, he could appeal the court's decision.
   - 5. The failure of the prosecuting attorney to get a Grand Jury indictment is justified since the man wanted to overthrow the government.

3. What is the most important belief in the statements below which supports the Bill of Rights?
   - 1. The individual is more important than the government.
   - 2. A stronger federal government is preferred to the weak central government which was provided by the Articles of Confederation.
   - 3. The powers of the federal government must be carefully spelled out to secure greatest efficiency of operation.
   - *4. The federal government might violate personal liberties, and it must be limited in its power.
   - 5. The power of the government must be protected against the greater power of the people.

4. One morning the newspaper contained a story with proof that several people who were once communists now hold government jobs. The government immediately sent officials who closed down the paper saying the story hurt the reputation of the government and that the people mentioned are no longer communist. What argument according to the Bill of Rights would best support the continued closing or justify the reopening of the newspaper?
   - 1. The newspaper should be reopened because freedom of the press is provided in the Bill of Rights. A newspaper is free to print anything about anyone.
   - *2. Libel was not evident in the article in controversy. The government does not have the power or right to prevent freedom of the press. Therefore, the newspaper should be allowed to reopen.
   - 3. The government was right in stopping a paper from printing before the accused persons could be tried for treason. The newspaper should stay closed until the trial.

4. The newspaper should be closed because the editors did not consult the government before printing the story.
5. The newspaper should be allowed to reopen because closing it affects the rights of individuals to own and operate private enterprise.

5. If crime and corruption were discovered by an individual in his community or government, he would have the right to speak out against such evils. What is the basis for this freedom of expression?
   *1. If thinking were controlled, the individual might not speak out against the government on evils that exist. Therefore, freedom of thought is the basis of the freedoms of expression.
   2. The Bill of Rights states that every individual should speak up every time he notices an evil in society.
   3. Religious books and teachings oppose crime; thus he has the right to speak.
   4. Freedom of speech is inherited. No one can be prevented from talking.
   5. The Bill of Rights provides for due process of law.

6. Thomas Smith was disgusted one day to find that artillery shells from a nearby base had landed in his yard. Upon informing the base commander he was told that he would be paid for the damages. What statement below supports his claim for loss to the government?
   1. The Constitution provides that the armed forces cannot destroy land or property.
   2. The Bill of Rights reserves the right to own land to individuals.
   3. The Bill of Rights specifically forbids the quartering of troops and firing of artillery shells on private property.
   *4. The Bill of Rights guarantees the right of the individual to petition for redress of grievances.
   5. The Bill of Rights provides for the powers of Congress. One of these powers is paying for losses to individual property owners through government mistakes.

7. While a particular individual might disagree with another on defining the basic purpose of the Bill of Rights, most Americans would agree on that basic purpose. From the reasons suggested below, choose that statement which <u>best</u> seems to describe the fundamental necessity of the Bill of Rights.
   *1. The Bill of Rights guarantees certain basic rights to individuals.
   2. Through enumeration of the particular rights held by American citizens, the Bill of Rights limits the power of the federal government.
   3. Some rights among which are freedom of thought and the right of individuality are the possession of every man by virtue of his human nature.
   4. While the rights guaranteed by the Bill of Rights are the fundamental possession of every man in a democracy, they are limited so that their exercise will not harm or inconvenience another man.
   5. The Bill of Rights seeks to remove the limitations on the rights of all citizens.

8. After you have chosen what you believe to be the basic purpose of the Bill of Rights, select the method by which the Bill of Rights attempts to accomplish this purpose.
   *1. By limiting the power of the federal government
   2. By providing federal courts in which a man might secure redress for rights he believes violated
   3. By making the states and the federal government balance each other in power
   4. By establishing a federal police force (F.B.I.) which protects the rights of individuals
   5. By strengthening the power of the federal government so it could effectively protect the rights of American citizens

9. Name the right or freedom which is fundamental to all other rights and freedoms.
   1. Freedom of expression
   2. Right to rebellion
   3. Freedom of religion
   4. Freedom to be free
   *5. Freedom of thought

10. The Fifth Amendment has been separated into its various sections below. Determine the "heart" or most important part of this amendment.
   1. No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of war or public danger;
   2. Nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb;
   3. Nor shall be compelled in any criminal case to be a witness against himself;
   *4. Nor shall be deprived of life, liberty, or property without due process of law;
   5. Nor shall private property be taken for public use, without just compensation.

11. Amendment I guarantees freedoms of speech, press, and religion and the rights to petition and to assemble. A more fundamental freedom, however, supports these rights; while it is not mentioned in the Constitution, it is necessary to the existence of these rights. Choose the fundamental right or freedom which supports the rights mentioned in Amendment I from those listed below.
   1. Freedom of conscience
   2. Freedom of expression
   *3. Freedom of thought
   4. Freedom of action
   5. Right of self-determination

12. Amendment II guarantees "the right of the people to keep and bear arms" within certain limits. An important implication of this guarantee is best described in which of the following descriptions?
    1. Jefferson identified the right of revolution as the final right of the people. It is a right which cannot be removed from them, and it is the final redress of a people who have used all peaceful means to secure correction of their complaints.
    *2. In times of civil strife and emergency caused by a natural disaster, it is necessary for the public authority to have an armed civilian group on hand which will protect the safety of the individual and his property. These armed civilians are the militia (National Guard).
    3. Many times when the law moves too slowly in a criminal case or where a man who is obviously guilty of a serious crime and may be acquitted by the court it is necessary for the citizens of a community to serve as protectors of the common good and punish the offender. To adequately carry out this public responsibility it is necessary that private citizens have the right to bear arms.
    4. While law enforcement agencies do a fine job of protecting persons and property in this community, it is impossible for a policeman to be at all places where a crime may be committed. Therefore, private citizens require the right to bear arms so they may protect themselves, their families, and their property.
    5. Hunting is still probably the most popular of all the sports. In earlier days in our history, hunting supplied a good part of the family's food. Where a man hunted for a good part of his diet, it was necessary to protect his right to own and use a firearm.

13. Which concept is supported by this quotation from Thomas Paine, "Those who expect to reap the blessings of freedom must, like men, undergo the fatigues of supporting it"?
    1. No government can limit freedom of thought.
    2. The Bill of Rights guarantees certain basic individual rights.
    3. The Bill of Rights limits the power of the federal government.
    4. The will of the majority is most important.
    *5. The Bill of Rights guarantees individual rights but limits on those rights exist.

14. Which of the following involves "unlimited" right?
    *1. Religious theory
    2. Religious practice
    3. Efforts of religious groups to convert others to their religious views
    4. Right to assemble
    5. The necessity for a Grand Jury to deliver an indictment in a criminal case.

15. Which of these statements is most important in regard to our freedoms?
    *1. It is more important to understand what our basic freedoms are rather than how the courts currently interpret these freedoms.
    2. Our freedoms are definitely provided for; there can be no provision for implied powers.
    3. Due process of law is definitely spelled out in meaning.
    4. Because all of our freedoms are definitely enumerated, a tremendous amount of legislation is necessary to cover changing times.
    5. Once the majority has ruled on a given issue, the minority must cease its activity in relation to this issue.

16. Mr. Bennett, an elderly farmer, was accused of violating a federal law involving wheat quotas. After being indicted by the Grand Jury, and tried before a petit jury of professional people from a nearby city, he was found guilty and sentenced to a two year prison term. Mr. Bennett's attorney argued that the trial was unfair because his client was denied due process of the law. Upon which of the following arguments would the lawyer base his charge?
    1. Because of Mr. Bennett's age, the prison term was a cruel form of punishment and he should have been fined instead.
    2. The attorney, simply as a matter of course, appealed the case to see whether or not he could get a lighter sentence for his client.
    *3. There were no farmers serving on the jury, therefore, it was not an impartial jury.
    4. Mr. Bennett did not testify during the trial and later wanted to confess his guilt before the court.
    5. The judge hearing the case had never lived on a farm, therefore, he knew nothing of agricultural life.

17. During the colonial era newspapers that criticized the government were often forbidden to continue publication. This fact might have influenced which of the following ideas of the men who wrote the Bill of Rights?
    *1. The government is limited by the rights of the individual.
    2. Everyone has the right to publish a paper if he so desires.
    3. A publisher, if arrested, should be guaranteed a just trial.
    4. The government, in order to insure a strong nation, needs to be more powerful than the individual citizen.
    5. The states had enumerated powers, but the federal government has unlimited reserved powers.

18. You are being tried for robbery. In court the prosecuting attorney produces a letter written by you in which you outlined a plan to rob a store. He argues that this is evidence of your guilt. Your attorney protests and claims that the letter may not be used because this is a violation of your rights as guaranteed in the Bill of Rights? Upon which of these guarantees does he base his arguments?
    1. Right of accused to examine evidence presented against him
    2. Protection against evidence causing an impartial jury
    3. Right to have witnesses testify in favor of the accused
    4. Protection against unreasonable searches and seizures
    *5. Protection against self-incrimination.

19. Members of a minority religion refuse to pasteurize milk because it conflicts with their religious belief. They maintain a dairy and sell milk in a nearby town. The government requires that milk which is sold be pasteurized. Which of the following courses of action would the government be most likely to take?
    1. It could prohibit the existence of the religion.
    2. It could permit the sale of milk but require that special labels be attached.
    3. It may take limited action even though this might infringe upon the right of freedom of religion.
    4. Since the government cannot limit freedom of religion, the group may market milk in any manner they choose.
    *5. It could prohibit the sale of milk by this group.

20. An important concept included in the Bill of Rights states that changes in society cause new interpretations and revisions of existing rights. After you have read the following incidents choose the situation which best illustrates this concept.
    1. In a small college town on our country's eastern shore, several hundred college students carry on demonstrations which protest exclusion of bearded students from restaurants, hotels, and other public places in the town. As a result of this protest and several other similar ones in other parts of the State, the state's General Assembly passes a public accommodations bill which forbids the exclusion of men from a place of business because they are not clean shaven.
    *2. Stirred by strong community feeling over increasing use of narcotics by high school students, a metropolitan Police Department carries out a series of raids on business places and private homes which they believe are storage places for heroin and marihuana. Since the police suspect that an informant in the department is giving the gang pushing the dope information about police raids, the commissioner orders his narcotics squad to carry out their raids without going to a court for a search warrant. Since the narcotics activity is quickly curtailed, the people of the city congratulate the Department on a job wisely and efficiently done.
    3. Faced with tremendous growth over a few years and the problem of supplying basic capital improvements to its residents, a suburb of a large city imposes an income tax on people who live within its bounds. Residents who live in the suburb but who work in the city protest, but the new tax stands.
    4. William Francis, a convicted murderer in a western state, is sentenced to the electric chair. On the day of the execution, he is placed in the electric chair, the switch is pulled, and Francis receives a severe shock, but he is not electrocuted. He is taken back to prison and resentenced to die six days later. His attorney appeals on the ground that placing him in the chair a second time violates the Bill of Rights. The appeal is denied and Francis is executed.
    5. The town council of a midwest village is in the habit of making the town hall available to groups of citizens for religious, patriotic, and social purposes. Hoping to conduct a series of meetings, members of a minority religious group approach the secretary of the council to make arrangements to rent the hall. After a stormy session where representatives of the sect present their request to the councilmen and other factions in the community protest renting the hall to a group which has such different religious attitudes to most others in town, the council refuses to make its facilities available to the group. Not to be outdone the members of the group take their case through the courts until they reach the Supreme Court of the United States which rules that the town must make the hall available to this religious group.

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